

Moving Up from Elementary to Junior High School

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Questions



Differences Between Elementary and Junior High

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Comparing Elementary and Junior High

Elementary

- 1-3 teachers
- Class length (1.5 hr-6 hrs depending)
- Travel in groups with teacher
- Recess
- Lunch - few choices
- Electives during specials

Junior High

- 7-8 teachers
- Class length - 45 minutes and advisory
- Travel independently
- PE
- Lunch - more choices
- Elective class
 - Fine Arts: choir, theater, art, band, and orchestra
 - Other Elective: Lead Worthy (Intermed)



Sample Student Schedule

Period	Course-Section	Description	Room	Teacher	Building
1	J921-202	Band 1	167	Maher, Richard	41 - Katy Junior High
2	J680-89	PE 6 (Boys)	GYM-1	Middlebrook, Deryle	41 - Katy Junior High
3a	J614-5	Math 6 KAP	145	Turnbow, Brenda	41 - Katy Junior High
3b	J614-5	Math 6 KAP	145	Turnbow, Brenda	41 - Katy Junior High
34	J634-6	Science 6 KAP	136	Smith, Barbara	41 - Katy Junior High
4b	J634-6	Science 6 KAP	136	Smith, Barbara	41 - Katy Junior High
45	LUNCH-2	LUNCH	CAFE	Brazo, Rafael	41 - Katy Junior High
5b	J624-6	Soc Studies 6 KAP	146	Royster, Shelly	41 - Katy Junior High
5c	J624-6	Soc Studies 6 KAP	146	Royster, Shelly	41 - Katy Junior High
6	J695-17	Advisory 6	159	Willis, Sarah	41 - Katy Junior High
7	J606-5	Eng/Read 6 Block KAP	155	Wilson, Ryan	41 - Katy Junior High
8	J606-5	Eng/Read 6 Block KAP	155	Wilson, Ryan	41 - Katy Junior High

Junior High Relationships at School and Home

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Making Friends: Social Relationships

- Students come from 2-8 different feeder elementary schools
- Each class is filled with a different mix of potential friends
- Talk about social skills (What is the motive behind what we think and speak)
- Joining Groups-Finding a connection with your school



Parent/Child Relationship in Junior High

- Student and social relationships become most important
- Listen, Encourage and Support
- Communication is vital
- In the Developmental LifeSpan: Junior High is a time for trying on different personas, until they find the one persona that feels safe and comfortable.
- Allow for Autonomy

Conversation Starters

- Rate your day on a scale of 1-10. What made it that?
- What three words could describe your day?
- Are you looking forward to anything for tomorrow?
- What was the most challenging part of your day?
- Is there anything that I can help you with?
- If you could do any moment from today over again, what would it be? Would you change anything?
- If you could buy anything for your school, what would it be?
- If you could do anything with any classmate, who would it be and what would you do?
- When you think about the other students at school, was there anything that concerned you?
- Do you have someone at school that you feel comfortable talking to? Who would that be? Why?
- What was the most rewarding part of your day?
- What made you laugh today?
- What was the best thing that happened at school today?
- If you could choose, who would you like to sit by in class? Why?
- Were you able to help anyone today? Did you need help with anything?
- What do you think you should do more of at school?
- If you were teacher, what would you do?
- What did you do for others today?
- What is one positive thing you did today?
- What is one positive thing you saw happen today?

Academics and Course Selection

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Weight of Grades

Grades 1-5 (pg 80 Katy ISD Student handbook)		
Major	40%	Tests, In-Class Projects, Formal Assessments
Minor	50%	Quizzes, Classwork, Projects completed at home, Daily Assignments
Other	10%	Homework, Participation, Effort, Process, etc.

Weight of Grades

Grade 6 - Academic (pg 94 Katy ISD Student Handbook)		
Major	50%	Tests, Performance Evaluation, Tasks, Writing Assignments, Major Projects, Research Papers, Culmination Work
Minor	35%	Quizzes, Products, Multi-day Assignments, Lab Quizzes/Projects/Classwork, Class Timed Writing
Other	15%	Daily work, Class Work, Homework Graded for Completion, Participation, Single Day Assignment, Worksheet, Practice Records, Daily Skills, Cognitive Assessments, Oral Work

Grade 6 - KAP (pg 94 Katy ISD Student Handbook)		
Major	55%	Tests, Performance Evaluation, Tasks, Writing Assignments, Major Projects, Research Papers, Culmination Work
Minor	30%	Quizzes, Products, Multi-day Assignments, Lab Quizzes/Projects/Classwork, Class Timed Writing
Other	15%	Daily work, Class Work, Homework Graded for Completion, Participation, Single Day Assignment, Worksheet, Practice Records, Daily Skills, Cognitive Assessments, Oral Work

Grade Reporting

- Frequency of grade reports
- UIL implications in Junior High
 - University Interscholastic League (the organization that governs extracurricular activities)
 - No pass, no play
 - Future parent meeting
- Parents are encouraged to view student grade reports in HAC

Course Selection

- Timeline and process
- Different levels of classes
 - Based on eligibility for programs (SE, ESL, 504, GT) students may be placed in specific clusters and/or classes with qualified staff
 - Parents will receive information about this (ARD, LPAC, 504, letter, etc.)
- Choosing electives
- How STAAR test can affect course selection
- Informational Events for Parents
 - [KAP Parent Resources](#)
 - Junior High School Parent Night Meeting
- Opportunity to make changes
- Elementary Counselor will support your fifth grade student throughout the course selection process

Course Selection

PHASE I Monday February 5- Monday February 19, 2024:

- Students are selecting and submitting courses in SchooLinks Course Planner

**NOTE: Course Planner is editable for students until February 19 OR until you have met with your counselor, whichever takes place first*

- Parents can view their students course requests in SchooLinks Course Planner

PHASE II Tuesday February 20-Friday March 8, 2024:

- Counselors review, revise, and approve course requests in SchooLinks Course Planner
- Students complete and submit Personal Graduation Plan (PGP) in SchooLinks Personalized Plans

PHASE III Monday March 18 - Tuesday March 26, 2024:

- Parents view and approve (verify) course requests in SchooLinks Personalized Plans

PHASE IV Wednesday March 27 - Wednesday April 3, 2024:

- Counselors finalize change requests and approve students' Personal Graduation Plan (PGP) in SchooLinks Personalized Plans

**NOTE: Please visit your campus' Counselor page for detailed information on campus dates for course selection meetings (Parent Information Meetings and Student/Counselor Meetings.)*

Characteristics of a Successful Junior High Student

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Characteristics of a Successful Junior High Student

● Problem Solver

- Problems in elementary & junior high are usually not big.
- How do we teach problem solving?
 - Let them solve their own problems.
 - Provide empathy.
 - “How do you think you are going to solve this problem?”
 - Ask for permission to give ideas.
 - Don’t save them from the consequences of their solution.
 - Start with small problems.

● Decision Maker

- Decisions in elementary and junior high are not usually high stakes.
- How do we teach decision making?
 - Let them make their own decisions.
 - “Wow, that’s a tough decision.”
 - “Do you want to talk through the pros and cons?”
 - Don’t save them from making the wrong decision.
 - Start with small decisions.

Characteristics of a Successful Junior High Student

● Responsible & Organized

- Homework/Sleep/Time Management
- How do we teach? » Natural Consequences
 - Set a Routine
 - Set Expectations
 - Increase Responsibility
 - Calendar/Planner/Electronic
 - Have a place for everything (supplies, where to study, classwork)
 - Canvas
 - Building Healthy Study Habits

● Attentive

- Classroom
- Announcement
- Accountability

● Independent

- Advocate for Self
- How do we teach independence?

● Communicator

- Peers
- Teachers
- I Messages

● Resourceful With Technology

- Home Access Center
- MyKaty Cloud
- Canvas, SchoolLinks
- Other Helpful Apps (Remind)

Closing and Questions

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For Parents: Helping your Kids Transition to Middle School with Dr. Dehra Harris

*Find Support

*Practice Self-Care



Thank you for attending!

We appreciate your active
partnership in supporting your child!



Thank
You!